



# THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

## SYLLABUS: GEOG 2400 (ONLINE) ECONOMIC AND SOCIAL GEOGRAPHY

### Course Overview

**Instructor:** Dr. Ariel Rawson ([rawson.29@osu.edu](mailto:rawson.29@osu.edu))

**Office hours:** Fridays 1:35-2:35 pm and by appointment

**Teaching Assistant:** Sher Khan ([khan.969@buckeyemail.osu.edu](mailto:khan.969@buckeyemail.osu.edu))

**Office hours:** Mondays 11:30 am – 12:30 pm and by appointment

**Class time:** MWF 12:40 PM – 1:35 PM (EST)

**Location:** virtual zoom room (see Carmen page)

### Course description



**The Economic iceberg and the submerged no-economy**

Source: Gibson-Graham (2006)/Drawing by Ken Byrne.

What is the economy? The purpose of this class will be to think about how we as **social actors** engage in **economic activity**. We are often taught to think of “The Economy” as something outside ourselves and separate from social life, but economic relationships are fundamentally social relationships that are interconnected in myriad ways. We will also consider the **spaces and places** of economic activity and examine our role in producing them.

The course will introduce key concepts from human geography used to study society and the economy, as well as summarizing major economic processes (production, trade, distribution, and consumption) and key economic trends (de/industrialization and globalization). Then, we will use familiar places, workplaces, our neighborhoods and cities to look at how spatial processes, consumptions and social relations shape our everyday lives, identity and economy. In so doing, we will ask how our situatedness (social locations) in global economies poses both challenges and opportunities for becoming global citizens in our unevenly interdependent world.

This course is organized in two parts. This first part, *Our Global Economy*, contains seven modules, which emphasize how global processes structure our local lives. The second part, *How We Live*, contains three modules on how we *Work* and three modules on how we *Consume*, all of this examination of the ‘local’ will also be analyzed in light of our knowledge about ‘global’ processes discussed in the first part of the course. Across both parts of the course, we examine how the local and the global are inseparable: part one covers the ‘local’ in the global and part two covers the ‘global’ in the local.

## Course Policy: How this course works

My number one goal for this class is to inspire an interest in learning. That requires a sense of belonging in this classroom space and therefore mutual respect and the explicit practice of inclusivity in order to cultivate individual and collective identity as critical thinkers equipped to navigate the many pressing and interconnected challenges we face in the 21<sup>st</sup> century in the United States and across the globe.

### Overview of the structure:

- This course is divided into modules lasting 1-2 weeks each.
- Each module will include a set of lectures, required readings, a film or two, sometimes a podcast, a discussion post (including peer responses) and short answer assignments.
- There are also 2 midterms and final research project.
- All students will be assigned to a discussion group of about 8 individuals. Students will see Carmen discussion posts of others in their group, and throughout the semester will be asked to provide peer comment on each other’s work. This will also be your group for the final research project.

### Credit hours and work expectations:

- This is a 3-credit-hour course. According to [Ohio State policy](#), students should expect around **9 hours per week** (lectures, reading and assignment preparation, for example).

## Communication:

- The instructor will primarily communicate to the class through *announcements in Carmen*, but will try to reiterate important information during lectures and if necessary through Carmen messaging or OSU email if I'm struggling reach an individual student. To make sure you receive communication from the instructor make sure your notifications in Carmen for this course are set to receive alerts for announcements and messages.
- General Questions: For issues of clarification or greater explanation, the **Course Q & A** thread in Carmen and your TA (Sher Khan) should be your first point of contact.
- Office hours: Whenever possible, meeting us during our office hours via zoom or appointment via email is preferred.
- Grading and feedback response time: Assignments will generally be graded within **7 days**. For additional feedback please reach out individually.
- Email response time: We will reply to messages within 48 hours, we will aim for **24 hours** during school days.

## Expectations for Participation and Conduct:

- Please use the course schedule and my directions during lectures to keep pace with the day's reading and other materials
- If you attend class-live, be present and ready to participate in discussions and related activities.
- Good humor and support of one another are welcomed and encouraged. But remember that sarcasm doesn't always come across online.
- You should respect my right to teach and the right of your fellow students to learn.
- You are expected to conduct yourself with courtesy at all times and to treat everyone with respect. **Threatening or intimidating speech in any form/medium/image will not be tolerated.**
- This does not mean just be agreeable, productive disagreement is encouraged, but feeling respected is a key ingredient to making disagreement productive!

## Attendance and Late assignment Policy:

- Attendance: Not required to succeed in this class unless you are a kind of learner who needs more engagement than readings and videos to understand new things. The goal is to both provide the opportunity for those who want a live synchronous component to have that option but to also recognize the need for an asynchronous option for some students as well. All the important material covered in lecture will be recorded and available shortly after lectures end. You do not need to inform me at all if you cannot come to class live. If you couldn't attend and you watched the lectures and completed the readings but still have questions about the material then you can contact me.
- Flexibility: Students who are unable to complete assigned work by a deadline can contact the instructor (Dr. Ariel Rawson) before the due date for arranging accommodations.
- Otherwise, late submissions will be accepted **up to a week past the due date, with penalties. One day late will incur a 10% penalty.** Two days late will incur 20% penalty. Three days will incur a 30% penalty. Four days late will incur a 40% penalty.

Five to seven days late will only receive 50% credit of the grade you would have received if it was submitted on time. There are no penalties if you contact an instructor ahead of time for deadline adjustments. Please refer to Carmen for due dates.

## Course materials

NO PURCHASES REQUIRED!

All required material is available through Carmen. This includes academic articles, new articles, book sections, films, podcasts. See [Course Schedule in detail](#) for more information.

Note: All Films are available through either DocuSeek, Secured Media Library, or Kanopy (all streaming platforms are OSU supported and have been vetted for accessibility standards, including adequate captioning, please contact the instructor if you need alternative assignments)

## Assignment and Grading structure

### Course Evaluation

Midterm 1	10%
Midterm 2	10%
Discussion post (3pt each)	25%
Short answer assignments (2pt each)	15%
Reflections (2pt each)	5%
Final Group Research	35%
<b>Total</b>	<b>100%</b>

See [course schedule](#) for due dates

### Assignment information

#### Lectures, readings, and films:

Unless explicitly noted, all lectures, readings, and films are required. These materials cover key concepts, provide background information, and explore each module's concepts through examples.

#### Short answer assignment:

Each week students will complete a short-written assignment. The specific questions will vary by week (see course schedule in detail for draft of prompts). You can use your notes to complete these assignments. However, your submission must be *written in your own words*. Excellent work should include a *clear* argument that *demonstrates knowledge* of specific content areas and draws connections among content areas. Responses should be well-written, consider the appropriate audience/implied reader, and include *examples and references* when relevant (full bibliography is not necessary). Unless specified otherwise, the expected response length for the

short answer assessments is *250-300 words*. You will be able to see the posts of others in your discussion group only after you post your response. A rubric will be provided.

### **Discussion post and peer response:**

Each week students will complete a discussion post and peer response. Specific prompt/instructions will be posted each week (see course schedule in detail for draft of prompts). Unless specified otherwise, the expected response length for the discussion post is 200-300 words and 100-150 words for the peer response post. While there is no need to participate in discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an emoticon) is fine for expressing emotions! Initial discussion points are worth 2 points and the peer response is worth 1 point for a total of 3 points total per post and response. For EXTRA CREDIT of 0.25 points per peer response post you will need to provide a response that goes beyond just completing the required prompt for the sake itself and actually seeks to engage your peer. This can include providing a meaningful response to a peer's response to your post too. This is the primary way to receive additional points in this course. Grades for this assignment will be posted 7 days after the peer response or 14 days after the initial post.

### **Midterms:**

The exams will comprise a set of questions that will require reflective/analytical writing. You will have 55 min of class time to complete these exams. The reason for a timed limit for the written exam is not to penalize slow writers or those who get anxious with the pressure of timed writing. The reason is to de-emphasize writing skills and emphasize understanding, which requires going back into your notes and studying without the need to memorize but for the need of grasping concepts at the level at which they make sense to you. That said, if you are a student, whether or not you are registered with SLDS, who feels disadvantaged by this format, please contact me ASAP to discuss alternative formats for the midterms. Specific instructions and review time will be provided before the exam.

### **Reflections:**

There are two reflection assignments. One mid-way through the semester (the week of fall break) and one at the very end of the semester (finals week). These reflections are low stakes but are extremely useful for the instructor in assessing course design and material. These are short answer questions that ask you to reflect on both the strengths and weaknesses of this course.

### **Group Research project: Commodity Chain Analysis**

The final for this class is a commodity chain analysis assignment that will be a group project. Students will work in their assigned groups (same as the discussion groups) to analyze the geographical structures involved in the transformation of a commodity from its origins to the 'end' of its life. The goal of unpacking the social relations that bring the 'object' into your household is to situate yourself in an uneven world. There are three key questions: What are the linkages between people, places, and processes? Why those linkages and not others? What are the stakes or implications of such linkages (who are the winners and losers)? You will work on this project across the second half of the semester, starting with a workshop the week of Fall Break. After which, regular assignment will require you to meet and work and as group until you

submit your final project at the end of the semester. At the end of the semester, your group will present their research project in the form of a) a written essay and b) virtual visual and audio presentation. Excellent work effectively organizes and clearly communicates ideas, provides well-researched evidence and documentation of various sources, and demonstrates potential to apply methods for commodity chain analysis beyond the current project. Most IMPORTANT for your assessment on this project is to develop the skills required for COLLABORATION. I know not everyone enjoys, let alone can tolerate, group work but developing your individual skills in navigating the tensions between being a team player and taking initiative is central to the course objective of building the citizenship skills required for living in an already diverse world while striving to make it more just. A detailed rubric will be provided.

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

### Accessibility:

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- CarmenCanvas accessibility ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))

### Hardware

- Computer: current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

### Office 365

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](http://go.osu.edu/office365help) ([go.osu.edu/office365help](http://go.osu.edu/office365help)) help article for full instructions.

### Zoom

- [A Student's Guide to Zoom](#)
- [Getting Started with CarmenZoom](#)

### Carmen Access

You will need to use [BuckeyePass](#) multi-factor authentication to access your course in Carmen. To ensure that you can connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass-Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click “Enter a Password” and then click the “Text me new codes” button that appears. This will text you ten passcodes good for 365 days that can be each used once.
- [Download the Duo Mobile application](#) to all your registered devices for the ability to generate one-time codes if you lose cell, data, or wi-fi service.

**Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, then copy into the Carmen discussion.

## Goals and Expected learning outcomes

### Course learning outcomes

By the end of this course, students should successfully be able to:

- **ELO 1: Compare how different concepts of space (location, territory, place, scale) inform a geographic perspective**
- **ELO 2: Apply space as a tool to analyze inequality and analyze how space produces inequality**
- **ELO 3: Describe uneven patterns of social and economic relations today**
- **ELO 4: Analyze how patterns of social and economic unevenness have changed over time and space**
- **ELO 5: Explain how various sites and spaces of economic activities are interconnected**
- **ELO 6: Recognize and attribute the social actors involved in economic processes**
- **ELO 7: Analyze the uneven power relations amongst social actors**

### GE Social Science Goals: Human, Natural, and Economic Resources

**ELO 1 Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources**

*Rationale:* This course will satisfy this objective through examining all the resources required for producing the commodities we use every day as well as comparing economic and geographic theories on the unequal distribution of resources.

**ELO 2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts**

*Rationale:* This course will satisfy this objective by addressing the winners and losers of globalization and neoliberal policy and the authority of state, corporate, and international institutions to shape the decision-making possibilities for individuals, especially laborers. We also address the specifically spatial dimensions of political, economic, and social trade-offs.

**ELO 3 Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.**

*Rationale:* This course will satisfy this objective by addressing how labor and environmental conditions in capitalist production are unsustainable for the health of both people and the planet. We also cover this by showing how contradictions in capitalism create crisis and how crisis creates opportunities for capitalism.

## Diversity Goals: Global Studies

**ELO 1: Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.**

*Rationale:* This course will satisfy this objective by looking at how globalization shapes the specific economic and social conditions of Mexico, Jamaica, Ethiopia, and the Philippines.

**ELO 2: Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens**

*Rationale:* This course will satisfy this objective by looking at the significance of immigration to the global economy. We also foster global citizenship through an analysis of commodity chains, which provides an opportunity to re-connect distant producers and their social conditions with everyday acts of consumption.

## Other course policies

### Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may



lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org)

### **Accessibility accommodations for students with disabilities**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let us know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with us as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](https://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### **Accessibility of course technology**

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video (Kanopy, DocuSeek, Secured Media Library, Zoom)

### **Diversity statement**

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the

law, in its activities, academic programs, admission, and employment. To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- <https://odi.osu.edu/>
- <https://odi.osu.edu/racial-justice-resources>
- <https://odi.osu.edu/focus-on-racial-justice>
- <http://mcc.osu.edu/>

## Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Academic integrity policy

### Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow The Chicago Manual of Style 17<sup>th</sup> edition ([click here for online version](#)) to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with an instructor.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was. Falsifying could lead to penalties.
- **Collaboration and informal peer-review:** The course includes opportunities for peer engagement but remember that comparing answers on an assignment is not permitted. If you're unsure about a particular situation, please feel free to ask ahead of time.

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes

associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Additional Student Support Services

**Student Advocacy Center:** Answer students' questions, direct students to appropriate resources and departments, provides general university guidance

- 614-292-1111 <http://advocacy.osu.edu/>

**Student Wellness Center: Promoting student wellness through nine dimensions of wellness**

- 614-292-4527 <http://swc.osu.edu/>

**Multicultural Center: Offering programs, services and outreach for all OSU students; supporting and celebrating all students through an intercultural model**

- 614-688-8449 <http://www.mcc.osu.edu/>

**Academic Advising:** Advising for undergraduate students on the Columbus campus is provided by the individual college or department that offers the program of study you are pursuing. This allows you to get advice from someone who knows the specifics of your curriculum

- <https://advising.osu.edu/>

**Student Academic Services:** Find information by topic and take care of your personal Buckeye business (i.e. Financial Aid and other services) online at [buckeyelink.osu.edu](http://buckeyelink.osu.edu). Or speak with someone in person.

- Student Academic Services Bldg., Lobby  
281 W. Lane Ave. [\[map\]](#)  
Monday–Thursday: 9 a.m. to 5 p.m.  
Friday: 9 a.m. to 4 p.m.

**Academic Support Services:** This includes various resources for learning support from tutoring and study strategies to stress management and confidence building.

- <http://younkinsuccess.osu.edu/academic-services/>

## Standard OSU grading scale

Percentage	Letter Grade	Qualitative Description
93-100	A	Achievement that is <u>outstanding</u>
90-92.9	A-	relative to the level necessary to meet course requirements.
87-89.9	B+	Achievement that is <u>significantly above</u>
83-86.9	B	the level necessary to meet course requirements.
80-82.9	B-	Achievement that is <u>in keeping</u> with the course requirements in every respect.
77-79.9	C+	
73-76.9	C	
70-72.9	C-	
67-69.9	D+	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
60-66.9	D	
0-59.9	E	Work that was either completed but not worthy of credit, or incomplete.

## Course schedule in brief

<b>PART I</b>	<b>OUR GLOBAL ECONOMY</b>
MODULE 1	What is Economic and Social Geography?
MODULE 2	The Colonial Roots of Our Global Economy
MODULE 3	Capitalism and Neoliberalism
MODULE 4	Global Production (modes and cycles)
MODULE 5	Global Labor and Identity
MODULE 6	Distancing Production and Consumption
MODULE 7	Global Trade and TNCs
<i>WORKSHOP</i>	<i>How to do Commodity Chain Group Research project Midterm 1</i>
<b>PART II</b>	<b>HOW WE LIVE - WORK</b>
MODULE 8	Farming and Extractive Spaces
MODULE 9	Industrial spaces
MODULE 10	Post-Industrial Spaces (Gig Economy)
<b>PART III</b>	<b>HOW WE LIVE - CONSUME</b>
MODULE 11	Housing as Need or Asset?
MODULE 12	Places of Consumption and Places of Waste
MODULE 13	Branding: Consuming Identity and Difference
<i>FINAL ASSESSMENTS</i>	<i>Midterm 2 Commodity Chain Presentations and Essays Due</i>

# Course schedule in detail

## Schedule with topics, readings and assignments

(This schedule is subject to change, finalized material and assignments will be available on Carmen once the module is posted. All the readings, lectures, videos, radio podcasts are available on the modules page.)

Dates	Module	Readings/videos/material (see M, W, and F symbols for due dates)  Note: Lectures dates correspond to the class periods when slides will be live recorded (viewing the slides before class and/or watching the recordings after are supplemental)	Assignments (always due Sun @ midnight, but I recommend completing them after class on Fridays if not completed by then)  SA = short answer DP = discussion post SC = scaffolding activity
<b>PART I</b>		<b>OUR GLOBAL ECONOMY</b>	
MOD 1: 8/23 – 8/28	What is Economic and Social Geography?	<p><b>Lectures:</b> What is Geography? (F)</p> <p><b>Readings:</b> Syllabus (W) Dictionary of Human Geography: space, scale, place, territory (F) “The sugar that saturates the American diet has a barbaric history as the ‘white gold’ that fueled slavery” in the NYT (<a href="#">Muhammad, 2019</a>) (F)</p>	<p><b>SA1:</b> Use the example of Domino Sugar’s Chalmette Refinery to apply the concepts of an “absolute” and “relational space”? Be sure to include the roles of people, sugar cane, and capital.</p> <p><b>DP1:</b> Identify a space you are familiar with and use all four dimensions discussed in class (location, territory, place, and scale) to practice analyzing space in both absolute and relational terms.</p>
MOD 2: 8/29 - 9/4	The Colonial Roots of Our Global Economy	<p><b>Lectures:</b> Patterns of Inequality (M) What is “The Economy”? (M) De/colonization (W)</p> <p><b>Reading:</b> The Economy: What Does it Mean? (Coe et al 2020) (M)</p>	<p><b>Peer response 1:</b> See prompt in Carmen</p> <p><b>SA2:</b> How is inequality in Jamaica created today by the legacy of colonization? Be sure to address both specific</p>

		<p>“Economics is too important to leave it to the experts” in The Guardian (<a href="#">Ha-Joon Chang 2014</a>) (M)</p> <p><b>Podcast:</b> “Potosi: The Silver Mine that Changed The World” (Footnoting History Podcast, 2018, 13 min) (W)</p> <p><b>Watch:</b> Life &amp; Debt (SML, 60 min, 2001) (F)</p>	<p>economic activities, trade relations, and lending/debt relations. How does the film represent this perspective?</p> <p><b>DP2:</b> How do you think your perspective on inequality is influenced by your <i>personal experiences</i>? Be specific.</p>
<p>MOD 3: 9/6 – 9/11</p> <p>NO CLASS 9/5 (M)</p>	<p>Capitalism and Neoliberalism</p>	<p><b>Lecture:</b> Bad Theories of Inequality (M) Uneven Development (W) What is Neoliberalism? (F)</p> <p><b>Reading:</b> Dictionary of Human Geography: Environmental determinism, stages of growth (M) “What Exactly is neoliberalism?” (<a href="#">Schenk 2015</a>) (F) “How racism has shaped welfare policy in America since 1935” (Carten 2016) (F)</p> <p><b>Watch:</b> Talk by <a href="#">Prof Ha-Joon Chang</a>: 23 Things They Don't Tell You About Capitalism (W)</p>	<p><b>Peer response 2:</b> See prompt in Carmen</p> <p><b>SA3:</b> Explain how modernization theory and environmental determinism are bad theories of inequality- in terms of both bad at capturing relational dynamics of space and reflecting and perpetuating racism, ethnocentrism, and/or inequality.</p> <p><b>DP3:</b> What is neoliberalism? How does economic relations become the driver of social and ethical relations? Do you think of yourself as an investment project? Reflect on the article in <i>The Conversation</i>. How has racism shaped the dissolution or roll-back of the welfare state? How does this affect not only people of color but white people as well?</p>
<p>MOD 4:</p>	<p>Global Production</p>	<p><b>Lecture:</b></p>	<p><b>Peer response 3:</b> See prompt in Carmen</p>

<p>9/12 – 9/18</p>		<p>Globalization and Uneven Development (M)  Manufacturing in the Global South (W)</p> <p><b>Reading:</b>  Santa’s real workshop (<a href="#">LINK</a>) (M)  “China is turning Ethiopia into a giant fashion factory” in Bloomberg (<a href="#">Donahue 2018</a>) (M)  “Apple, Foxconn, and China’s new working class” (<a href="#">Chan et al 2013</a>) (W)  For every person in Hong Kong, there are 48 pounds of electronic waste per year (<a href="#">LINK</a>) (W)</p> <p><b>Watch:</b>  Maquilapolis: A City of Factories - Activism for Low-Wage Workers in Mexico (Kanopy, 69 min, 2006) (F)</p>	<p><b>SA4:</b> Describe the major shift in the cycle of uneven development during the 20<sup>th</sup> century at the local, national, and global scale?</p> <p><b>DP4:</b> When do you think about who produces what you buy? How does this documentary represent inequality? Use the film Maquilapolis to describe the old/vs new division of labor and explain globalization as connecting disinvestment in some places to investment in others. Include how this cycle shapes the lives of individuals working in the global South.</p>
<p>MOD 5:  9/19 – 9/25</p>	<p>Global Labor and Identity</p>	<p><b>Lecture:</b>  Social reproduction, domestic work, and labor laws (M)  Immigration and Care Work (W)</p> <p><b>Reading:</b>  “The Gender Pay Gap at Ohio State” in the Lantern (<a href="#">Gottsacker, 2017</a>) (M)  “The peril of America’s domestic workers” in The Hill (M)  “95% of Domestic Workers Are Women. In California, They’re Demanding Better Pay” in HuffPost (<a href="#">Ruiz-Grossman 2016</a>) (M)  “Sri Lankan Migration to the Gulf: Female Breadwinners, Domestic Workers” in MEI (<a href="#">Gamburd 2010</a>) (W)</p> <p><b>Watch:</b>  Chain of Love (2001, 50 min) (F)</p>	<p><b>Peer response 4:</b> See prompt in Carmen</p> <p><b>SA5:</b> Explain what is meant by the title of the film, “chain of love”? How does domestic labor become a global commodity? And how does it relate to the feminization of migration? Who are the winners and losers?</p> <p><b>DP5:</b> How does social identity such as gender, race, ethnicity, age shape our experiences of work and workplaces? Draw on your real life</p>

		On Canada's Live-in Caregiver Program (LCP) and Childcare: <a href="#">A Short Animation</a> (W)	experiences along with course concepts.
MOD 6: 9/26 – 10/2	Distancing Production and Consumption	<p><b>Lectures</b> Globalization and Transportation (M)</p> <p><b>Readings</b> “The Lonely and Dangerous Life of the Filipino Seafarer” in the NYT (<a href="#">Almendral 2019</a>) (W) Dictionary of Human Geography: Globalization (M) Standing Rock, Flint and the color of water (<a href="#">LINK</a>). (F)</p> <p><b>Watch</b> Manufactured Landscapes (12-min clip on ship-building and ship-destruction) (W)</p>	<p><b>Peer response 5:</b> See prompt in Carmen</p> <p><b>SA6:</b> How do transportation technologies both “compress” and “expand” space? How does this depend on where you are situated? Use examples from class lecture and material.</p> <p><b>DP6:</b> When do you think about who distributes what you buy? When do you think the “distribution” part of production and consumption is invisible or overlooked? What are the stakes of this invisibility? How can making “distribution” visible challenge these implications for people and places?</p>
MOD 7: 10/3 – 10/9	Global Trade and TNCs	<p><b>Lectures</b> Economic Sectors &amp; Firm relations (M) Core-periphery/world systems (W) State as operator/Corporate consolidation (F)</p> <p><b>Readings:</b> Dictionary of Human Geography: core-periphery and dependency theory (W)</p>	<p><b>Peer response 6:</b> See prompt in Carmen</p> <p><b>SA7:</b> Describe world systems theory. When and where did emerge? How does it explain “uneven terms of trade” between “cores” and “peripheries”?</p> <p><b>DP7:</b> Explain nationalization and privatization as historically and geographically specific</p>



			processes. Think back to the lecture on neoliberalism to try and explain why these processes are tied to morally loaded views of the State and the Market.
Workshop: 10/10 – 10/12  FALL BREAK 10/13 – 10/14 (NO CLASSES)	How to do Global commodity Chain Research	<p><b>Lecture:</b> Competing perspectives on citizenship (local, national, global) (M) Commodity relations as uneven citizenship dynamics (M) Review for Midterm 1 (M)</p> <p><b>Readings:</b> Dictionary of Human Geography: commodity, commodity chains (M) Commodity Chain project instructions and rubric (M)</p> <p><b>Watch:</b> Example videos on “how to commodity chains” (M)</p>	<p>REVIEW (M)</p> <p><b>MID TERM 1 (W)</b></p> <p><b>SA-WS:</b> What is commodity fetishism? What are commodity chain analysis? How do they differ from supply chain logistics? How do different views on citizenship compare and contrast?</p> <p><b>SC1:</b> See commodity chain instructions</p>
	<b>PART II</b>	<b>HOW WE LIVE</b>	<b>WORK</b>
MOD 8: 10/17 – 10/23	Farming and Extractive Spaces	<p><b>Lecture:</b> Extractive Geographies: Metals &amp; Energy (M) SE Ohio as an extractive periphery (M) Intensification &amp; consolidation in Agriculture (W) Global Food Paradox (W)</p> <p><b>Reading:</b> “A Petrochemical Industry Extends Along Ohio River, Pollution Follows Close Behind” (Kelly 2019) (M) “For the Ohio River Valley, an Ethane Storage Facility in Texas is either a Model or a Cautionary Tale” (Bruggers 2020) (M) “In the US, Black-run urban farms fight food inequality” (2020) (W)</p>	<p><b>Peer response 7:</b> See prompt in Carmen</p> <p><b>SA8:</b> Both the films on agriculture in Ethiopia, emphasize inequality differently: trade relations vs. seed sovereignty. What are your reactions to the alternatives to intensified agriculture presented in these films? Be specific about the stakes for local livelihoods.</p>

		<p><b>Watch:</b>  GasLand (first 71 min only) (M)  Black Gold: A Look at Coffee Production Around the World (78 min, 2006) (F)  Seeds for Justice (2015, 36 min) (F)</p>	<p><b>DP8:</b> What issues related to fossil fuel extraction are raised in the film GasLand and the articles about the Ohio River Valley? What is your reaction?</p> <p><b>SC2:</b> See commodity chain project instructions</p>
MOD 9: 10/24 – 10/30	Industrial spaces	<p><b>Lectures:</b>  Manufacturing Labor in Global North (M)  Fordism and Post-Fordism (W)</p> <p><b>Reading:</b>  Fashion Nova’s Secret: Underpaid workers in Los Angeles Factories (<a href="#">LINK</a>) (M)  Opioid Deaths Rise When Auto Plants Close, Study Shows (<a href="#">LINK</a>) (F)</p> <p><b>Watch:</b>  Frontline (F)</p>	<p><b>Peer response 8:</b> See prompt in Carmen</p> <p><b>SA9:</b> How has this cycle of uneven development shaped places and lives in the “de-industrial” global North? How is it linked to “industrialization” and the transformation of places and livelihoods in the Global South?</p> <p><b>DP9:</b> Think of examples of from your life, family, and/or friends to explain what features distinguish Fordist from Post-Fordist modes of production? You might need to think about working conditions across different generations, places of work, and “divisions of labor”!</p> <p><b>SC3:</b> Same as scaffold assignment #2</p>
MOD 10: 10/31 – 11/6	Post-Industrial Spaces (Gig Economy)	<p><b>Lectures:</b>  ICT as “space shrinking” (M)  High-tech regional clusters (M)  Digital Platforms (W)  Knowledge, Sharing, vs Gig Economy (W)</p>	<p><b>Peer response 9:</b> See prompt in Carmen</p>

		<p><b>Readings:</b>  The 3 pictures that explain everything about Smart Cities (<a href="#">LINK</a>) (M)  You Are Literally Working for Silicon Valley and Don't Know It (<a href="#">LINK</a>) (M)  "Sharing Economy" (Richardson 2018) (W)  "I Don't Love Columbus Because I Can't Participate In It" in Medium (Williams, 2020) (W)  The gig economy screws over everyone but the bosses (<a href="#">LINK</a>) (W)  Sometimes you don't feel human (<a href="#">LINK</a>) (F)</p> <p><b>Watch:</b>  Uberland (Kanopy, 53 min, 2019) (F)</p> <p><b>Podcast</b>  Is Uber Moral? The Ethical Crisis of the Gig Economy with Veena Dubal (<a href="#">LINK</a>) (F)</p>	<p><b>SA10:</b> What are the promises and what are the pitfalls for participants in the 'gig' economy? Reflect on social and economic implications of creating 'independent' and 'flexible' labor?</p> <p><b>DP 10:</b> What has been your personal experience with digital platforms, as either a consumer or worker?</p> <p><b>SC4:</b> Same as scaffold assignment #2</p>
	<b>PART III</b>	<b>HOW WE LIVE</b>	<b>CONSUMPTION</b>
<p>MOD 11:  11/7 –  11/13</p> <p>VETERANS DAY  11/11 (NO CLASSES ON FRIDAY)</p>	Housing	<p><b>Lectures:</b>  Financialization in Housing (M)  Rights to the City: Public Space Making (F)</p> <p><b>Reading:</b>  Against Black Homeownership (<a href="#">LINK</a>) (M)  "The housing shortage makes housing discrimination much easier" in The Guardian (<a href="#">Demsas 2021</a>)(W)  "What happens when investment firms acquire trailer parks" in The New Yorker (<a href="#">Kolhatkar 2021</a>) (F)</p> <p><b>Podcast:</b>  The Dig conversation with Keeanga Yamahtta Taylor 'Race for Profit' (<a href="#">LINK</a>) (M)</p> <p><b>Watch:</b>  The Flaw (2011, 82 min) (W)</p>	<p><b>Peer response 10:</b> See prompt in Carmen</p> <p><b>SA 11:</b> Identify the two primary modes of housing policy in the United States that have shaped the geography of neighborhood dis/investment over the last 100 years and explain the connection to identity?</p> <p><b>DP11:</b> Use the materials from the course and your personal experiences to critically reflect upon the best strategy for building affordable housing?</p>

		Here's to Flint ( <a href="#">LINK</a> ) (F)	<b>SC5:</b> Same as scaffold assignment #2
MOD 12: 11/14 – 11/20	Places of Experience (Tourism) and Places of Waste	<p><b>Lectures:</b> Global Urbanization (M) Places of Consumption (W) Places of Waste (F)</p> <p><b>Reading:</b> Dubai finesses ease of luxury shopping for Chinese (<a href="#">LINK</a>) (M) Big cities are the future of global consumption (<a href="#">LINK</a>) (M) What happened when Walmart left (<a href="#">LINK</a>) (F) Airbnb and the so-called sharing economy is hollowing out our cities (<a href="#">LINK</a>) (F)</p> <p><b>Watch:</b> Bye Bye Barcelona (<a href="#">LINK</a>) (W)</p>	<p><b>Peer response 11:</b> See prompt in Carmen</p> <p><b>SA12:</b> We've already discussed the impact of the flight of industrial capital on the "decline" of places. How does dis/investment in the post-industrial service sector (select: big retail or big tech) influences the "decline" of places?</p> <p><b>DP12:</b> Draw on course material to explain in what ways do places themselves become commodified and consumed? How does history play a role? Who are the winners and losers in this market, where "experiencing place" is the product for consumption?</p> <p><b>SC6:</b> Same as scaffold assignment #2</p>
MOD 13: 11/21 – 12/28  THANKSGIVING BREAK (11/24- 11/27)	Branding: Consuming difference and Identity	<p><b>Lectures:</b> Retail Geographies (M) Geographies of Marketing and Consumption (W)</p> <p><b>Podcast:</b> Hot-Tips (M)</p> <p><b>Reading:</b> "Luxury on the Installment Plan" in The Baffler (<a href="#">Del Valle 2019</a>) (W) The grooming gap: what "looking the part" costs women (<a href="#">LINK</a>) (M)</p>	<p><b>Peer response 12:</b> See prompt in Carmen</p> <p><b>SA13:</b> Draw on course material and personal experiences to explain how experiences of consuming brands and identity are linked to the way brands and identity shape experiences and conditions of work (e.g. try to focus on "retail")</p>

		<p>Walmart Workers Cost Taxpayers \$6.2 Billion In Public Assistance (<a href="#">LINK</a>) (M)</p> <p><b>Watch</b>  Consuming Kids or Consumerism and the Limits of Imagination (F)  Problem with Apu (F)  Hollywood creates Spicy Latina (F)  Shop 'til you drop (<a href="#">OSU KANOPY</a>; use <a href="#">OSU ID</a>) (W)</p>	<p>spaces of work and consumption).</p> <p><b>DP13:</b> Select an advertisement with graphics and text or audio, either a still image or video works. Analyze consumption shapes the social construction of identity. Make sure you post your ad.</p>
<p>FINALS  11/29 –  12/7</p>	<p>FINAL  ASSESSMENT  S AND  COURSE  WRAP-UP</p>	<p>NO NEW MATERIAL!!!</p>	<p>FINAL PROJECT ROUND 1 DUE 11/29 @ midnight</p> <p>WORKSHOP on 12/30 (Peer Share in Breakout Groups)</p> <p>PEER RESPONSE due 12/1 @ midnight</p> <p>EXAM REVIEW on 12/2</p> <p><b>MID-TERM 2</b> on 12/5</p> <p><b>FINAL PROJECT</b> due 12/7 (Live virtual presentation <b>finals timeslot for this class</b>): Note that your last opportunity for EXTRA CREDIT will be to ask <i>good</i> questions during your peer’s final live presentation.</p> <p>FINAL REFLECTION due by 12/15</p>